The Training School
BULLETIN

Devoted to the Interests of those whose minds have not developed normally

Edited by

E. R. JOHNSTONE, HENRY H. GODDARD, Ph. D., ALICE MORRISON NASH

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Methods used in Teaching Band Instruments to Defective Children

Hugh Kelley

When a pupil comes to me for trial upon a band instrument the usual steps in teaching are as follows:

I look at his teeth and lips, as they have the most important bearing in deciding the instrument he is to be tried upon. If he has lost any of his front teeth he is unsuitable for any of the brass wind instruments; and if his teeth are very irregular and uneven he may have more success in learning to play one of the larger instruments, tuba or baritone. If his teeth are defective he may still be successful with a wood wind instrument, clarionet, piccolo, etc., or snare drum. If his lips are thin he may do well on cornet.

In any case he is tried with whatever instrument I think will suit him.

First, he is shown the instrument, told its name, and cautioned against careless handling of it. He is next shown how to hold it correctly and place the tips of his fingers on the keys.

He is not allowed to blow it until he can hold it properly. I take it from him a few times and return it to him, having him show me how to hold it. This is sufficient to form the habit. He now wants to blow into it, but is not allowed to do so, as the result of one attempt might mean weeks of extra work to overcome the habit of puffing out the cheeks.

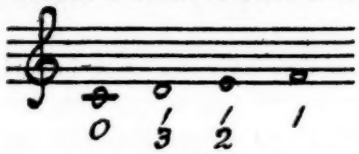
He is now shown how to compress his lips, and to make the inarticulate sound of Tu, Too, or T, as may be; then to place the mouthpiece to his lips and get a sound from the instrument without puffing out. It is some times necessary to hold his cheeks with my hand to prevent this undesirable habit. He may succeed at the first attempt in blowing, or it may take a few days before he gets a single sound from the instrument. Many boys try to sing into it.

When the pupil has learned to hold and blow the instrument, and can get a few tones from it without great effort, he is told what the keys are for and how they number, to correspond with his fingers, 1, 2 and 3 (or it may be the holes on clarionet, piccolo or fife, or positions on slide trombone). Then he is asked to press down the keys and fingers alternately as I name then until he can distinguish between his first, second and third keys and corresponding fingers.

He has not yet been told anything about notes. If he can concentrate his mind on the instrument itself until he becomes accustomed to handle it and play a few tones he is doing well.

Next he is seated before the blackboard and shown the difference between lines and spaces, which the first line and first space, etc. He counts the lines and spaces himself, or with assistance, and is asked how many.

He learns what notes are and where they are placed on the staff, and is asked to play any tone he can on the instrument. The note representing the tone he has played is written on the board in its position and he is told that is what he has just played.

Then follows a modified form of a simple scale, the first half of scale of **C**

with the fingering marked below each note, but omiting the names for the present. If the pupil first plays G he works downward to C, or if he first strikes C he works upward to G, until he can play this exercise. Then follows the second half of this scale in the same manner until he can play the entire scale. If he tires of blowing he is given this exercise to copy on the board with chalk.

He is told what he must remember, i. e., positions of notes and fingering. Next he has systematic daily practice on sustained tones (whole notes) to strengthen his lip muscles and give him control, followed by—

An exercise on tonguing to develop the muscles of the tongue. (In feeble-minded children who are defective in speech these muscles appear to be especially weak and they are slowest in learning to use the tongue.)

When the pupil can play scale and these exercises in fair shape, answering the value of such notes (whole notes), four beats or counts (occasionally a boy will answer four minutes) and can apply his knowledge by playing any note pointed out to him in his exercise and holding it the correct time (or nearly so), his next step is—

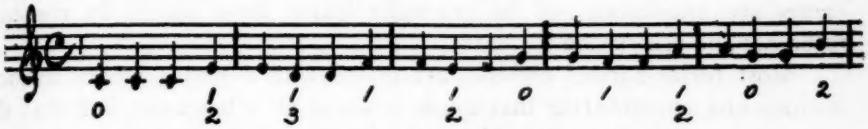
An exercise of whole notes and half notes to be learned and applied as before, and after this—

An exercise of whole notes, half notes, and quarter notes. In conjunction with this is given—

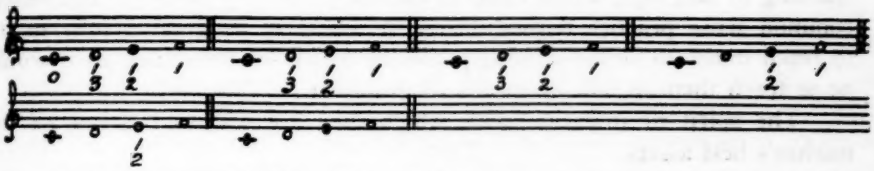
A familiar air embracing nothing but these notes, and so on by slow degrees, trying to apply everything he learns.

He is now in second band and takes his place according to his ability, learning the part allotted to his instrument, but in conjunction with this he is given studies, and solos as his progress calls for them, that he may not be limited to play, say, a second or third instrument all his life and get no further, but that he may develop to his fullest capacity, which is, I believe, the chief end of all teaching.

If he has not yet been able to memorize the fingering of the notes he has gone over, his exercises are fingered in this way:



and this form of scale I have used with good results.



And the second half of the scale in same manner, gradually omitting the fingering below the notes. I know from experience that most boys will remember the fingering of C and D first, and F secondly, followed by E thirdly, etc.

The system I use in my work is fundamentally the same as the universally recognized system of teaching band instruments, and only differs in the way it is applied to meet the requirements of the individual case. All instruction books on the teaching of wind instruments are built on the same principles, and contain almost precisely the same information. Progress to be effective cannot be forced, therefore to try and perfect the pupils' efforts in the simplest form of music is the best way to succeed. To teach a feeble-minded pupil from an instruction book alone appears to me to be going the longest way round to get results. Instruction books are written for normal persons, and are too difficult even for them to follow without a teacher. Each exercise embraces too many points to be remembered, and there is not a sufficiently gradual increase in difficulty between one exercise and another. I have never seen a book on this subject written for children's use, much less feeble-minded children. Therefore I write all the exercises myself in the beginning and most of the studies for the more advanced pupils and find I can get much better results in this way.

Exercises have to be written especially easy, but with a definite purpose, omitting everything unnecessary or taxing to the memory or understanding.

The pupil cannot be allowed to practice alone during the rudimentary stage of the training or the result will be bad habits in sitting, holding the instrument, placing fingers on keys, facial expression in playing, in blowing the instrument, or in the care of the instrument. In the teaching of band instruments the instruction should be thorough and minutely exact from start to finish, by stages sufficiently slow to come well within the pupil's power of assimilation. He should be taught to apply all he learns. It is only by his ability to apply and do, that the training itself can be measured.

In the beginning the names of notes are omitted until the pupil has learned how to finger and produce the tones in the scales; and after this the names are introduced and he gradually learns these names by constant reference and association.

Most feeble-minded children are gifted with a strong inborn musical instinct, and remembering that music is above all a language, and that the best system of teaching it is identical with the system best adapted to the teaching of language, which children naturally learn by imitation and simple common sense practice before theory, it would be as great a folly to try to teach music to feeble-minded pupils by means of principles, as it would be to teach them to talk by means of grammar.

The spirit of imitation with which they are endowed is one of the teacher's best assets.

Progress in Biochemical Research

Amos W. Peters

The present report is devoted entirely to a preliminary account of our investigations on the Mongolian group. Other problems are in progress, but separate reports will be made on them when the conditions warrant. On an adjacent page are recorded the experimental data which were obtained on the urines of Mongolian subjects by Miss Elizabeth E. Webb and Miss Mary E. Turnbull. It may be noted that before they obtained the data here presented they gave a large amount of painstaking and persevering labor to learning and testing the methods used for these determinations in order that the results now shown might be accepted as reliable in their chemical aspect. For this careful service we are under much obligation to them. With regard to the *physiological* value of these data for which I am responsible, I wish to state as emphatically as possible that they are superficial and preliminary. These results represent the outcome of our first touches upon the deep and complicated problem of the physiological condition of the feeble-minded. They should be critically evaluated, but they nevertheless seem to have some physiological significance. This problem is in process of further development and these results are not yet

ready for a final judgment. I present the following brief considerations regarding them:

Urinalyses for Mongolians.

Calcium Oxide (CaO) and Phosphoric Acid (P_2O_5) in Urine.

SERIAL NO. OF SAMPLE	SUBJECT	AGE	MENTALITY	24 HOUR VOL. (CC.)	SP. GR.	24 HR. CaO (GM.)	24 HR. P_2O_5 (GM.)
2	Ellen C.	32	6	4040+0?	1.003	0.27	2.43
6	Ellen C.	32	6	2630+X	1.004	0.39+	2.73
30	Ellen C.	32	6	3430+0?	1.006	0.20	3.46
3	Harvey H.	26	3^4	1760+0?	1.014	0.31	3.77
4	Howard B.	22	4^2	760+0?	1.021	0.20	1.92
5	Cora M.	11	2^4	360+0?	1.024	0.12	1.02
29	Cora M.	11	2^4	755+X	1.019	0.15+	2.02
7	Paul M.	34	3^4	980+X	1.015	0.13+	1.95
8	Helen M.	17	5^1	730+0?	1.016	0.12	1.73
31	Helen M.	17	5^1	1265+0?	1.014	0.20	2.81
9	Clarence H.	32	7	1410+0?	1.006	0.09	1.54
28	Cath. A.	6	2	310+X	1.022	0.08+	1.22

These urines were obtained from subjects living on the ordinary mixed diet of the institution. The quality of this diet is known, but its chemical composition and the quantity consumed were not under control. This control upon the intake as well as the outgo of our experimental subjects must be provided for in the continuation of these experiments which is to follow in the near future.

In the fifth column the +X indicates that the collection of urine was not complete for a 24-hour period. Hence the values in the last two columns for the 24-hour excretion of CaO (calcium oxide or lime) and of P_2O_5 (phosphoric acid) are less than the full 24-hour quantity. This defect in our data should also be overcome in our next experiments by better arrangements for dealing with our experimental subjects.

These data have yielded one positive result in that the values for the urinary excretion of calcium oxide (CaO) as shown in the seventh column are practically all abnormally low. This is true even when due allowance is made for shortage in the values of the fifth column. The amount of lime excreted in the *urine* of a healthy adult ranges from 0.35 to 0.55 gram per day and the values shown for these Mongolian subjects are in most cases far below the lower limit of 0.35 gram. It should be noted that in the *faeces* of an adult about three times as much calcium oxide is excreted and that our experiments are wanting in any data of this nature. This deficiency also must be made good in the continuance of our experiments. An abnormal distribution of CaO excretion between urine and faeces has been observed in metabolism experiments in certain pathological conditions. Whether all Mongolians or all feeble-minded subjects present the above low calcium elimination by way of the urine we do not as yet know. Our observations on psychopathological cases should be extended to

determine this. From the results of both the observations of other experimenters and from our own we are expecting to find in the calcium excretion an important characteristic of psychopathological or neuropathological cases. The significant position which the calcium metabolism is taking in recent discussions and observations on the functions of the ductless glands, especially in their relation to the nervous system, would require too much space for description here. These considerations are of such well-established nature, however, as to compel me to regard such facts as are now shown in the scientific literature, as having an important bearing upon our problem of the physiological (as distinguished from the psychological) pathology of the feeble-minded. The data we have here shown though subject to the criticisms above made I nevertheless regard as both significant and quite worthy of further development.

A discussion of these data with reference to the ages of the subjects I shall at present omit. The phosphoric acid excretion also will be deferred for future discussion. Much might be properly said regarding the physiological bearing of all the data here presented. We desire, however, to determine more facts rather than add to the extensive speculations which constitute a large proportion of the content of the literature on mongolianism, or, for that matter, of the whole of the subject of feeble-mindedness.

On account of information recently obtained from the litreature the case of E—— C—— partially included in the present data has become of much interest to us. When more data has been obtained a report pertaining to her condition will be made.

In conclusion I feel it a pleasant duty to express once more our large obligation to members of the force of the institution who are in direct contact with the children whom we have studied. Without the sympathetic help and interest of these who are already sufficiently busy, the above data would not have been obtained.

The most priceless possession of man is not wealth or position, but a clean bill of health, a sound heritage, and a capacity to advance; and if only every man and every woman were to make it a point of honor to hand on these qualities unsullied to the next generation, and to refuse to mate with a member of a tainted stock, the result would be an enormous advance in human happiness and progress.—*Tredgold.*

Indiana boys failed in school more frequently than girls, according to a recent investigation of fourteen Indiana cities by Superintendent Arthur Deamer, of Laporte. The percentage of failures was 14.6 for the boys and 10.4 for the girls.—*News Item.*

There are more defective boys than girls.—EDITOR.

Standard Method for Giving the Binet Test

Henry H. Goddard

During most of the past year we have had in the Vineland Laboratory twelve different people either as students or assistants who have used the Binet tests, many of them independently and by themselves; some of them under instruction here at the laboratory. In the course of the work here it became evident that we were varying a little among ourselves in the method of giving the tests and also as to the way in which we credited the answers. While in no case did we find that these variations very seriously interfered with the value of the results, yet it seemed desirable to establish, if possible, a uniform standard way of giving the tests and of evaluating the answers. We have accordingly been holding semi-weekly seminars of from an hour to an hour and a half in which we have taken up the scale, question by question, and discussed it from all standpoints, as to what we understood it to mean, what was its purpose, how we had been giving it, results we had obtained and also how we had evaluated these answers. After canvassing the case pro and con we have finally agreed upon a method for each particular question. In all cases, Binet's original explanation has been our guide, and where he was clear and explicit we have followed him if possible. I say, if possible, because some of his tests, like the money question, are impossible of translation into English. In such cases, we have made our own application.

Wherever Binet has left the details of the method to the judgment of the reader, and different users have fallen into different methods, we have united on the method that seemed most satisfactory.

The following gives our results in so far as they either supplement, or differ from, what is contained in the original pamphlet. That still remains as our Vineland adaptation of the Binet Scale. Experience has taught us that there are a few things that need to be especially discussed and emphasized for the benefit of those who are either beginning with the scale or have not yet gone so far as to have their own method stereotyped in their own minds.

First, the matter of the time limit of a question has been very carefully discussed. Binet often says "this should be done in twenty seconds" or "in one minute" or whatever the case may be. Perhaps this point has called for more discussion and argument than almost any other in connection with our efforts. At first we thought that to establish the time limit was in the direction of uniformity, and that to allow any variation from it was opening the doors to wide differences of procedure. But further consideration led us to realize that, in the first place, it was practically impossible to make the time exact. You say to yourself the child

must give this answer in twenty seconds, but you do not know exactly when your period begins. The child may have caught your point before you are half way through your explanation and have been thinking it out, or he may be slow of thought and not get the point and understand your question until five or ten seconds after you have stopped talking. Then there comes the ever disturbing question, what shall you do if he gets the correct answer in twenty-one seconds, instead of twenty. It surely is not in accordance with the spirit of the test to mark him off under such circumstances, and if you are going to allow twenty-one seconds, why not twenty-two, and why not twenty-three, and where will the limit be drawn? But the most serious objection to a rigid time limit comes from the fact that it makes the whole test *a stereotyped, rigid mathematical procedure,* which, in the last analysis, reduces the whole method to an absurdity. Binet, himself, repeatedly urges that this is not the purpose of his scale, that it is rather a means to an end; that by the use of it the expert becomes *able to judge of the mentality of the child* and to estimate it rather closely.

We have therefore concluded that the time limit is to be used as a general guide. If directions say to allow a minute for this test, the child may take a minute and five seconds and still be credited if the examiner feels that he has made an honest effort and got it carefully even though he has taken a few seconds over time. How much allowance will be made must depend upon the judgment of the examiner. The real determining factor is—does the child show by the amount of time that he takes that he is lacking in intelligence sufficient to do the question reasonably. The times given, then, are to be taken as guides that the examiner may know how long it ought to take, and he is to use his judgment as to how much leeway he will allow. A child is supposed to count backwards, from twenty to one, in twenty seconds. If he takes twenty-two seconds and it is clear that it is the result of his being a little slow of speech or slow of thought, he should be credited. If, on the other hand, he takes thirty seconds, it is probably because he has to count forward each time to see what number precedes the one he has just given: that is counted a failure. The time for making three rhymes with a word is one minute. If a child, however, gives two rhymes in a minute and has shown an intelligence in doing it and is able to get the third rhyme in ten or fifteen seconds more, the examiner may perhaps feel that it is reasonable to credit him. On the other hand, if a minute elapses and the child has not been able to give any rhyme, the time limit of a minute shows the examiner that it is useless to wait any longer.

What has just been said really disposes also of the subject of partial credits. Binet himself does indeed suggest that we may give half credits or quarter credits for an answer, and in some cases one may feel that this is only the fair thing to do. But we have decided, as a rule, not to do

anything with fractional credits. Again, because of the fact that the real value of the scale is in determining the mental condition of the child and the real question is not whether this answer is half right or quarter right or fully right, but rather what does it show of the child's mentality: is it such as to indicate that he has, as far as that question is concerned, the intelligence that a normal child of that age has. If so, then he should be credited. If not, he should not be credited.

Another matter to which attention should be called, is that of *automatisms*; that is to say, a form of stereotyped answer which is repeated over and over again in different parts of the same question; an answer which may be correct for a part and would seem to indicate that the child knew and was up to the age, but which, because he allows himself to fall into that automatic way of answering, shows that he has not the intelligence of the age and consequently does not pass that test. Examples are found in the choosing of the prettier of the two pictures. A child may take the right hand one in the upper group, which is correct. But he takes the right hand one in the middle group, which is wrong, and the right hand again in the lower group, which is correct. But the fact that he has chosen the right hand one in all cases, shows an automatic response which destroys the validity of any of it.

Another instance is sometimes found in the definitions. A child says, a table is made of wood, a chair is made of wood, a horse is made of wood, mamma is made of wood. The first two answers are correct and are better than by use, but the last two answers being given in the same stereotyped form, show that the first two, even, were not due to intelligence but were merely accidental: the child does not pass the test. This matter of automatism should be carefully guarded against throughout the scale.

Mention should be made here of the time limit for the entire procedure. Some people report spending an hour in examining a child and some even go so far as to advocate the use of that much time. It may be said on the authority of Binet himself that such an examination is *not a Binet test* Binet says in one place that twenty minutes is enough. In another case he allows a half hour, so that we may safely say that no examination should extend over a half hour. Experience has abundantly proven that the mentality of a child may be easily determined within that time. Sometimes, for special purposes, one may want to ask a child questions beyond those needed to determine his mentality. If this requires more than a half hour, another sitting should be had at another time, for a half hour is fatiguing enough to a child.

To conclude this introduction, let me repeat once more that the whole procedure should be conducted as a game, that there should be as little display as possible of apparatus, recording and systematic questioning. The

attitude of the examiner should not be: has he passed three questions or four; but, rather, do his answers to these questions indicate that he has the intelligence of a normal child of his age. Or, again, the question is not, has he answered as an adult would answer, or has he given a perfectly logical answer that could not be criticized from the standpoint of diction or form; but, rather do his answers show that in his childish way he understands and has expressed himself correctly.

The final appeal in all questions of doubt should be, not to what the examiner might expect; not to what other adults say they think ought to be, but rather to the fact as to what normal children do under such circumstances? What kind of answers do normal children give to these questions?

The following are the suggestions that we would make looking toward uniformity in the giving of the questions and evaluating the answers. The original description of the tests as given in the pamphlet (and which is in almost every instance a direct translation of Binet's language) should be carefully kept in mind. The following suggestions are mostly supplementary to what is there given. In one or two instances (which are indicated by capitalized phrases) there is a correction. The corrections are necessitated because of our having erred in our first translation through a too hasty interpretation of Binet's language.

MOTTO—ALWAYS ENCOURAGE, BUT NEVER HELP.

Age Three.

1.—Other parts of face are harder. Do not persist to the point of annoying the child. If necessary, because of shyness, help on the first and then if he succeeds on next two give him a fourth one. ***Be sure you do not help.***

2.—Give no second trial unless there was a distraction the first time. If second trial is necessary use another similar sentence, trying to follow Binet's division of syllables. Do not refuse a child credit because of defective pronunciation if he has said the whole number of syllables.

3.—Out of three trials one must be correct. Use different number combinations each time.

4.—Be careful of form of question. Say, "What do you see in this picture?" Use at least three pictures.

5.—If he gives only first name, as John, one may ask, "John what?"

Age Four.

1.—Be sure there is real discrimination and not thoughtless repetition of the first or last term.

2.—Objects other than those given, may be used if examiner is sure child is familiar with them. Say, "What is this?"

3.—Child must succeed on one out of three trials, each trial being a different group of figures.

4.—Say to child, "Do you see these lines?" "Tell me which is the longer." A correct response must be given without hesitation two out of three times. Vary position of long line from top to bottom by turning card around. Be sure the judgment is real and not accidental.

Age Five.

1.—May place weights in the hands of the child. It is a test of perception of difference. If you have no 3 gram weights, use 6 and 15, and 9 and 18. Both must be correct. Have heavier at right on one trial and at left on next trial.

2.—Pen and ink seem a little too hard, so hereafter pencil will be used.

3.—All ten syllables must be repeated *verbatim.*

5.—Give the child no suggestion, place the two triangles before him with the long legs facing each other and the hypothenuses turned away from each other.

Age Six.

1.—Is a test of perception of passing time and often develops a little late. As in Four, 1 and 4 be sure the answer is not accidental. If in doubt, repeat question later.

2.—Test of language and ideas—silences or mere repetition of question or pointing are counted failure, *e. g.,* "a horse is a horse," or "this is a table" (touching one). Child should respond with definition by use to at least three out of five to be credited at age of 6, and by three out of five definitions superior to use at the age of 9. A definition to be superior to use must indicate either the nature of an object or its composition. *Do not credit automatisms.*

3.—Give clear directions—then repeat them, and after that give the child no more help. *Be sure the three commissions are not conflicting, ambiguous, or unusual.*

4.—Accept if done immediately or with slight hesitation. Other parts of the body seem harder. If examiner has given no sign of disapproval, a prompt correction on part of child must be accepted.

5.—Child must give all three comparisons correctly.

Age Seven.

2.—See age Three, question 4. Now he must report action in at least three pictures, *e. g.,* mowing lawn, cutting hair, etc.

3.—Give *encouragement,* but not *help.* Ask each time "What is missing (or lacking) in this picture?" Vary question to enable child to understand what is wanted.

4.—May be done with pencil, as pen is harder.

5.—No errors allowed.

Age Eight.

1.—Do not accept automatisms. Do not expect *logical* answers. An answer that shows the child has an idea of each object and expresses a

difference between them is acceptable, *e. g.*, "A butterfly is yellow and a fly is black: You can tear paper, cloth you can't," are both acceptable answers.

2.—Hold pretty strictly to time.

3.—Child must not be given one name with which to start. May begin with any one so long as he names all in order.

4.—Be careful of stamp arrangement—111222. Say, "You know how much a green stamp costs (illustrating with one stamp) and how much a red stamp costs (illustrating)? How much do all these cost?"

5.—Five figures must be repeated correctly in one trial out of three, each on a different group of figures.

Age Nine.

1.—Real money only must be used and change must be counted out as well as stated (except in cases where child is obviously beyond this test). Use four cents from twenty (two dimes), or six cents from twenty-five as an alternate.

2.—See age Six, question 2.

4.—Do not name a month to start the child. Child may begin with any one so long as he names them all in order.

5.—Weights are to be arranged in decreasing order. Do not help after child has started, *e. g.*, by saying, "Now the heaviest one that is left." Give clear and explicit instructions before beginning the test. Then do not help further on that trial. The instructions may, however, be repeated for a second trial.

Age Ten.

1.—Our question differs from Binet's, because our currency does not fit. His test involves *coins*, all of which are in use. Our *coins* above fifty cents are rarely seen by children. Therefore we show coins up to fifty-cent piece (but not in order)—these must be named correctly. Then he may name the paper money from memory. If he names 2, 3, 4, 6, 7, etc., dollar bills ask him if he ever saw a 3 and 4, etc.; if he insists that he ***has*** seen them the question is given no credit, but if he merely knows there is a higher series and does not insist that he knows *from experience* that there are 3, 4 or 7 dollar bills, we credit him.

2.—Design—tell the child that you are going to show him two designs on one card and that he is to look at them both—is too hard for ten-year-child to get entirely right. Binet says give credit "if one design is correct and the other half right." We define half right by adding if one component part is missing or two component parts transposed.

3.—One trial out of three correct—use different series each time. Prepare series beforehand so as to avoid same combinations of any two figures in the different series.

4.—First question in second series ought to read, "What ought one to do IF HE IS AFRAID HE'LL BE LATE FOR SCHOOL?" The

only correct answer is "hurry" or "run," or some expression of hastening.

2nd in second series ought to read, "What ought one to do before DECIDING AN IMPORTANT MATTER?"

Binet says, "Twenty seconds at least must be given for the child to think each question over."

5.—Say, "Do you know what a sentence is?" One may explain, but not illustrate what a sentence is. One then continues, "Put these three words into one sentence" (saying the three words to be used, and nothing else). The sentence may lack good sense and yet be acceptable. We accept a compound sentence or better, but not separate sentences.

Age Eleven.

1.—Three out of five must be correct. If they seem too gruesome for a particular individual child, use the alternatives.

2.—See age Ten, question 5. To pass at this age the sentence must be either simple or complex, but not compound.

3.—Must give at least sixty. Do not credit numbers given serially, nor repeated words if they occur too frequently. Twenty words in one minute or forty in two does not serve to pass the test.

4.—Always give an explanation of the meaning of rhymes and an illustration (we use "floor" as an illustration). Do not accept syllables that are not real words altho they may rhyme. Three rhymes with each of the three words is required, one minute is allowed for each series.

5.—Place words before the child and read them to him to be sure he knows them. Allow one minute for each sentence to be formed. Two out of three must be correct.

We have adopted the following arrangement as nearer Binet's than our earlier arrangement and slightly easier—which we find desirable:

STARTED—THE—FOR	ASKED—PAPER—THE
AN—EARLY—HOUR	TO—I—TEACHER
WE—COUNTRY—AT	CORRECT—MY

A—DEFENDS
DOG—GOOD—HIS
MASTER—BRAVELY

Age Twelve.

1.—Here we warn the child that there are to be seven numerals. Three trials may be given each on a different series—one success is necessary.

2.—Definitions must contain the following ideas:

Charity—unfortunate people and the good one does them.

Justice—idea of law or civil order;
or the idea of persons treated according to their merits.

Goodness—affectionate sentiment *or* kindness;
or acts of assistance without implied inequality.

"Charity is love," or "Goodness is doing good," are not acceptable. Ask the question again.

3.—Sentence is too hard—effort is being made to standarize one. In the present sentence credit if it contains no more errors than one omission and one transposition.

4.—Present longer line at right each time. On presenting the first three pairs of lines say each time, "Which is the longer line?" On the last three pairs say only, "And here?" At least twice out of the three times the child must see that the lines are equal.

5.—Binet says right answer to A must involve idea of a corpse, and to B the idea of some one very ill—if answers are indefinite query further and be sure whether child has correct idea or not before crediting.

"Fifteen years" and "Adult" have not proved reliable. One may try them for his own purpose, but there seems no way to score them, therefore we do not include them in scale.

Eugenic Teaching in the United States

Paula von Hoffmann

The following gives a short review of the present standing of eugenic teaching in this country:

Prof. E. G. Titus, of the Utah Agricultural College, Logan, Utah, is in charge of a course of eugenics. The University of Utah in Salt Lake City made some preparations to organize a similar course (Miss A. B. Eaton). Most of the medical schools devote some time to the question.

In the high schools of New York (and probably elsewhere) the teachers of biology give "an elementary explanation of the general meaning of eugenics." In Oregon there is a pronounced sentiment in favor of teaching some system of eugenics in the public schools and colleges, and in New York a Society for Instruction in Eugenics has been organized, making a strong plea for a law compelling the teaching of eugenics in every school. The term eugenics as used by the society covers sex physiology and pathology.

In Boston there is a School of Eugenics where seventy-five lectures will be offered during the year to parents, teachers and social workers, and to individuals who wish to become teachers or lecturers on the subject.

In the New York School of Philanthropy six or seven hours are devoted to eugenics in connection with biology.

A number of popular lectures are constantly given in large cities, such as New York, Chicago, Boston, Pittsburgh. Also clubs and societies are discussing the subject.

The Vineland Training School, as our readers well know, opens a Department of Extension, with a lecture bureau, through which addresses on matters relating to the heredity of feeble-mindedness will be given wherever local interest is sufficient to cover expenses.

The lectures delivered during 1912 in Harvard University by Dr. William Healy, Director of the Psychopathic Institute of Chicago, on psychopathic research work should not be omitted.

The students of Wisconsin University, Madison, Wis., organized a Eugenics Club for the study of the subject. A similar club exists at Cornell University, Ithaca, N. Y.

The Academy of Science and Art, of Pittsburgh, has a Eugenic Section, with a program of five public addresses for the winter. In Utah the organization of a Eugenics Society is planned.

A few so-called Eugenics Societies in the West, organized by readers of the *American Journal of Eugenics,* an anarchistic periodical and an advocate of free love, which ceased publication in 1910, have nothing to do with eugenics.

Information on eugenics may be obtained from the well-known Eugenics Record Office in Cold Spring Harbor, N. Y., and on topics related to the heredity of feeble-mindedness from the Extension Department of the Vineland Training School.

In this connection it should be mentioned that there is an unfounded tendency in this country to apply the term eugenics to different topics which should be called by their right names: sex instruction, prenatal care, assistance to expectant mothers may be very desirable, but have no just claim to the name of eugenics.

The material for this review was collected by persoal correspondence and besides newspaper reports from the following sources: American Breeders' Magazine, Washington, D. C.; Annual Reports of the American Breeders' Association, Washington, D. C.; Social Diseases, New York, January, 1913, v. 3, No. 1; The Survey, New York, November 9, 1912, v. 29, p. 169; Survey, December 21, 1912, v. 29, p. 380; Survey, January 18, 1913, v. 29, p. 488.

The Twenty-fifth Anniversary

On March the first The Training School celebrated its twenty-fifth anniversary. About one hundred and fifty friends gathered in Garrison Hall and helped to make it an occasion long to be remembered.

The Hall was attractively decorated as befitting to the occasion with the School colors, lavender and white, and potted plants from our green-

house. About the stage were arranged pictures of Professor Garrison and the Directors of the School, who had been called home.

The first part of the evening was spent in the lower hall, where a short program was rendered. President Baker, Mr. Davidson and Mr. Ackley each made short addresses, appropriate to the occasion. Dr. Walls read some very interesting reports of the early days of the School. Charlie Garrison, Professor Garrison's eldest son, spoke. His words made us both sad and gay, sad only because it made us think of the man so very present in spirit, yet absent. Charles brought to his many friends greetings from his mother and brother Norman, expressing for them their regrets at not being able to be present at this time.

Professor Nash and Mr. Merithew sang and were heartily encored. Last, but not least, as only he can do, Professor Johnstone spoke. His message was a tribute to him who made possible a twenty-fifth anniversary of the School. He told how to-day the great work which is being carried on here is but the fulfilment of Professor Garrison's great plan. He expressed sincere pleasure and happiness, saying it was an honor and privilege to have with us on this occasion three members of Professor Garrison's immediate family, Ida, Willard and Charles Garrison.

After the program adjournment was made to the upper room, where refreshments and genial sociability were enjoyed.

At the close of the evening we all felt that it had been a feast time of splendid remembrances crowned with visions of future successes and victories for the Training School. A. F. NASH.

Word has just been received that Miss Irene Nickerson, of Providence, R. I., has been appointed to take charge of a newly-formed Special Class in that city. Miss Nickerson was a member of the Summer Class of 1912, and was one of our most promising teachers. Providence now has seven Special Classes, and is to be commended for the progress it has made in this important work.

Miss K. was telling her Kindergarten Class a story. As usual, Florence and Anna were giving their whole attention and were as quiet as one could wish; as usual, Gordon and Martie and Katherine were the opposite. After a few moments, Florence looked up to Miss K., and in tones beyond description said: "Oh, Miss K., why do we have to have such bad, stupid children in our class?"